# **Sixth Grade ELA CCGPS Frameworks - Unit 1**

## Framework Title Life Lessons

## Grade Level 6th grade

## Course ELA

## Approximate Duration: 6-9 weeks

## Overview of the unit

This unit is designed to build and enrich students’ knowledge and understanding of the life lessons embedded within various informational and literary genres. Students will practice reading closely as they analyze excerpts from the text *Chicken Soup for the Teenage Soul: Stories of Life, Love and Learning* and other related novels, articles, videos, and short stories.

Overview Disclaimer: This unit uses *Chicken Soup for the Teenage Soul: Lessons in Life, Love, and Learning* as an example, but can easily be substituted with any age appropriate self-help anthology/collection. In addition, the extended texts can easily be substituted based on teacher/student need and purpose as long as the extended text remains focused on the appropriate theme of life lessons. Review all texts and related materials prior to instruction.

## Learning targets

* I can cite text based evidence to support an analysis of informational texts. (ELACC6RI1)
* I can determine the meaning of words and phrases used in informational texts, including figurative, connotative, and technical meanings. (ELACC6RI4)
* I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (ELACC6W2)
* I can introduce the topic of my text.
* I can develop the topic with relevant facts, definitions, concrete details, and quotations.
* I can use transitions to clarify relationships among my ideas.
* I can use contextually specific language/vocabulary to inform or explain about a topic.
* I can establish and maintain a formal style in my writing.
* I can construct a concluding statement or section of an informative/explanatory text.

## 

## Summative (Performance-based) Assessment

What do the stories and articles from this unit/module teach us about life? Use evidence from the various texts to support your ideas and those of the authors. Create an informative brochure for a younger student which explains how the authors of these texts teach lessons of life. Your brochure must include examples of how characters, both fictional and true to life, deal with the growing pains of life using evidence from the various medias to which you have been exposed throughout the duration of this unit. (Appendix A for sample scoring guide)

## Skill Building Instructional Tasks

**Lessons 1-6**

ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI4: Determine the meaning of unfamiliar words and phrases as they are used in text, including figurative, connotative, and technical meanings.

ELACC6SL1: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

ELACC6SL1b: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly (b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

ELACC6L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

ELACC6RL10: by the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

**Learning Targets:**

* I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (ELACC6RI1)
* I can follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (ELACC6SL1b)
* I can determine the figurative, connotative, and technical meanings of words and phrases as they are used in a text. (ELACC6RI4)
* I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. (ELACC6RL4)

Formative Assessments:

* Students will be evaluated using a checklist for modeling appropriate collaboration.
* Write a paragraph response to the following: How did “Tigress” and the pet related article/brochure teach you about life lessons? This will be assessed using a rubric. (Refer to Appendix D)
* Students will be evaluated using a checklist for citing textual evidence, response to questions, and their ability to make inferences.
* The students and teacher will evaluate the work and collaborative effort of the small groups, pairs, or individual using a checklist of model behaviors of collaboration
* Ticket Out the Door

## Lesson 1

## As the sixth grade students enter their middle school experience, the teacher may want to address appropriate actions and behaviors for collaborative work that will expected. The students may need to consider the following questions: What is a good discussion? How do students speak to each other? What do responsible members of a collaborative group need to accomplish while working together? The teacher may also want to discuss the essential vocabulary that the students need to understand in order to meet the SL1 Standard on collaborative work. Example questions for the vocabulary are: What do the terms *collaboration* and *collegial* conversation mean?

## Within groups, the students will brainstorm appropriate behaviors conducive to collaboration as teacher facilitates. The teacher may want to travel around and engage in the discussion with the groups and provide support if needed (Appendix E). Within groups, the students will create anchor charts illustrating those behaviors.

## Share these charts with the whole group and display in the classroom for future reference.

### Teacher introduces the day’s passage with minimal commentary and students read it independently.

### Option 1 – Rudyard Kipling

### Article: Brief : Article: “Rudyard Kipling” can be found at: <http://www.poetryfoundation.org/bio/rudyard-kipling>

### Option 2 –

### BBC History: Rudyard Kipling “Biography of Rudyard Kipling” can be found at: http://www.kids4classics.com/rudyard\_kipling

Teacher reads the passage to the class as students follow along in the text.

Teacher asks the class to discuss the first set of text-dependent questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate.

* How would you describe Rudyard Kipling? What conclusions can be drawn from the fact that Kipling referred to the boarding house as a “House of Desolation”?

Option 1 (desolation – dreariness; barrenness)

## What does Kipling’s acceptance of the Nobel Prize for Literature reveal about his view of this award compared to the awards he turned down? Can you explain how the death of Kipling’s son, John, influenced “Liveth For Evermore.”

Students record unfamiliar vocabulary from the article and attempt to determine meaning in context.

## Students read Rudyard Kipling’s “If” independently with minimal commentary.

## In small groups students will re-read “If” and work collaboratively to discuss the next set of text-dependent questions.

## How does Kipling attempt to convince his readers to become men?

## Discuss the qualities that Kipling states a man must have.

## How does the connotative meaning of the word *imposters* impact the meaning of *Triumph* and *Disaster*? (imposter – one who practices deception under an assumed identity or name)

## Extension: Students look at other works of poetry by other authors that have a similar theme or message and write a poem with an opposing view.

## Lesson 2

## Introduce target/standard - I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Define *cite* and *evidence* as well as choosing 3-4 tier two academic vocabulary words from the selected passage.

## The teacher chooses a pet related article/brochure to be read individually. (There are articles listed in the resource section and there is a sample of a brochure provided- Appendix B. The brochure was adapted from information taken from www.humanesociety.org).

## The teacher creates 8-10 general text-dependent questions (Appendix F) which require students to cite textual evidence. (Depending on the needs of your students: students could choose randomly, do all questions independently, or a few as a group.) The students go back to the article/brochure and underline/highlight the evidence to support their answers. (This activity was created with progression of learning in mind. The questions are general in nature and the purpose of the lesson is to teach the students the importance of using the information in the text to answer questions. The lessons that are later in the unit will require this skill to be mastered and practiced with ease while analyzing text.)

## As a group, discuss the question, answers, and evidence found by each member and share whole group.

## 

## Mini Lesson: Inferences (Use teacher discretion as you may want to teach this another time.)

## Students brainstorm what the term inference means informal through think-pair share. Upon completion, the teacher posts all responses on chart paper in front of the class.

## 

## Teacher leads a discussion driven by the “literary equation” BK + TC -1 (background knowledge plus text clues equals an inference). This provides students with a concise visual reminder that in order to achieve a deep understanding of a specific text, the reader must merge prior knowledge with textual clues.

## 

## The teacher models how to use the literary equation to determine the meanings of unfamiliar words.

## The teacher distributes copies of an informational article (http://www.nichp.org/hapia\_causes.cfm) and project the same article for whole group viewing. In addition, the teacher distributes white paper/chart paper for student use. On the white paper, have students create four columns with the following headings: Word, Inferred Meaning, Text Clues, and Sentence

## The teacher reads the article aloud and locates an “unfamiliar” word. At that time, the teacher stops and models the thinking process. First, look at context clues to see if meaning can be obtained (TC). Second, look at whether or not there is any prior knowledge of the word (BK). Finally, merge those two into understanding the meaning and use the term in an original sentence.

## Working in pairs, the students continue to read the article stopping and determining meanings of unfamiliar words as they are encountered. (Please preview the article ahead of time in order to ensure an appropriate level of difficulty).

## Upon completion, students share examples with whole group.

## The teacher distributes a second article. (http://www.familyhomelessness.org/media/369.pdf)

## Formative Assessment for mini-lesson on inferences: (See Appendix G.)

## Differentiation: For more advanced groups, pairing may not be necessary. Also keeping your students in mind, choose articles of vary degrees of difficulty.

## 

## Other resources:

## <http://www.familyhomelessness.org/children.php?p=ts>

## <http://aspe.hhs.gov/hsp/10/HomelessChildrenRoundtable/index.shtml>

## 

## 

## Lesson 3

## The students read “Tigress” or another selection or text that addresses coping with loss and/or death.

## The teacher may want to bring the students together into a discussion to review the work that was completed the lesson before. The students use the information they gathered and cited from an article or brochure and merge that information into their thinking in order to answer more rigorous questions. Merging knowledge gained from this reading with knowledge gained from the previous pet related article/brochure, the students answer two teacher created text-dependent/inference type questions. The students may work on the this project independently or in small groups. *(Based on what you have learned about grief, why do you think Jesse jerked away from the veterinarian and did not allow the veterinarian to see his face? Based on what you have learned about how to treat a child dealing with the loss of a pet, why do you think Jesse acted with bravery during his experience with losing Tigress?)*

## Answers are shared whole group.

## See the example Graphic Organizer, "*Tigress, Coping with the Death of a Pet*" (Appendix H). The teacher may want to create an organizer that best fits the needs of his/her students. This organizer could also be a plan for an anchor chart.

## The students write a brief response to the following question: How did “Tigress” and the pet related article/brochure teach you about life lessons? Make sure to cite textual evidence.

**Lessons 4 and 5**: (The duration of this lesson make take more than one session.)

## Using “Reaching Out to a Stranger”, the students begin to make more sound inferences by learning to merge background knowledge and textual clues.

## 

## Build background knowledge: Share “intersection” and/or “mathematical” visual to illustrate understanding of what inferences actually are and how they deepen critical thinking. (BK+TC=Inferences) What do you already know about the homeless? Begin brainstorming within small groups and share samples with whole group. Create a T-chart to illustrate.

## 

## Have students view “Hard Time Generation,” a CBS interview of homeless children in America/South Florida. *(There are many articles and videos available on the internet. The idea behind sharing a video is to engage the students and also to cultivate an atmosphere of awareness. The teacher may want to preview and collect a variety of resources to share with the students.)*

## 

## Share examples, illustrating how to extract evidence from visual media. The following ideas can be used to teach students how to draw inferences from images, features, and words:

## Explain what it is to infer by playing a version of charades. Make a face that looks frightened and ask kids what they infer. Act as if you are crying and ask them what they infer. If they say scared the first time and sad the second time, explain to them that they are inferring. They are taking what they know, their background knowledge and merging it with clues.

## Write this inferring equation on chart paper: BK+TC=I (Background Knowledge plus Text Clues equals an Inference). Share how you take what you know and merge it with text clues to draw a conclusion about something. Explain that when information is written in the text, you often have to infer to get an answer. Photos are a great place to demonstrate inferring. You might show a picture of a rhinoceros standing in a defensive pose. Share how you infer that the horns are used to keep predators away.

## Collaborative Practice: Engage the students in the process. Have them look through a variety of pictures and digital images about the homeless and jot down their inferences and then talk to a partner about them.

## After viewing the videos and/or images the students will then go back to their T-charts and add specific evidence from the video to support new knowledge gained.

## 

## After the students have gathered information, the teacher conducts a group discussion on how the student's schema may have changed after gathering evidence and discovering information on the topic of homeless people.

## 

## An idea for enrichment could be to compare and contrast other periods in history when financial problems were at the forefront of the news.

## 

## Lesson 6:

## 

## Note about learning progression: The first lessons dealing with "Tigress" were created to teach students the importance of citing evidence when answering text dependent questions. The first questions were general in nature. The next lessons moved into expecting the students to infer using explicit evidence from the text and their own background knowledge to answer text dependent questions.

## Lesson Six continues with the progression. The students will be expected to analyze the story, "Reaching Out to a Stranger" and create an analysis of what they infer about the decisions and actions of the characters based on evidence gathered from the informational text or images provided.

## The students complete an organizer. The teacher may want to make instructional decisions after this point of the unit. When the students are able to organize their inferences using evidence from a text, the teacher may want to move forward to writing analytical essays about the students' thinking.

## 

## Have students read the story, "Reaching Out to a Stranger". (The teacher may want to use another story from another anthology or resource. The text will need to be about awareness with the homeless.)

## 

## The teacher refers to the T Chart that exhibits the group's thinking and learning concerning the topic of homeless people and families.

## 

## See the resource: *Organizing Evidence to Create Inferences.* (Gr 6, Resource I) The teacher may adjust or create an organizer that meets the needs of his/her teaching style and the needs of the students.

## 

## Model and think through a text-dependent question and how he/she used BK+TC=Inference.

## Go over several of the next text-dependent question with the group.

## The teacher instructs the students to work independently to complete the remaining questions on the document.

## 

## The teacher has the students create an essay to summarize the story, "Reaching Out to a Stranger," making sure to include inferences that were made along with evidence from the text.

## 

## Lesson 7:

## After reading a short story about the causes and effect of bullying in schools, students will be able to cite textual evidence identifying the causes and effects of bullying. They should be able to write an explanatory paragraph that conveys their ideas, focusing on introduction of the topic and organization of ideas. Students will work on note-taking skills to assist in writing their explanatory paragraph.

**Standards**:

## ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

## ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6

## topics, texts, and issues,

## b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

## ELACC6L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

## 

**Learning Targets**:

## I can cite text-based evidence to support an analysis of literary text. (ELACC6RL1)

## I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (ELACC6W2)

## I can organize ideas, concepts, and information using a strategy such as cause and effect. (ELACC6W2a

## 

## Formative Assessment: After identifying the main cause of the bullying, students will provide a brief explanation describing inferences they made about the life lesson of the story. Students must use their graphic organizers and discussions as well as evidence from the story to introduce their topic and organize their supporting details. Students will be given a scoring guide to ensure they have met the standard. The following items will be on the scoring guide:

## Cite evidence

## Organize information (cause and effect)

## Instruction:

## Open class with a game of “Telephone.” Whisper a sentence to a student and allow the whisper to spread from student to student. When the final student receives the message, compare it to the original. Follow up with a discussion: How is life sometimes like a game of telephone?

## 

## Mini-lesson: Text Structure—Cause and Effect. Students will receive direct instruction going over cause and effect, as well as a handout over text structures, focusing specifically.

Suggested video option: “Cause & Effect with Grog the Zombie and Sheep”

<http://www.youtube.com/watch?v=vvqAKr7oomk>

Suggested Powerpoint option: “Reading Strategy for Nonfiction Cause and Effect”

swcta.net/davis/files/2011/09/Cause-and-Effect-powerpoint.ppt

## 

## Read “Betty Ann,” as a class.

## 

## Teacher models how to pick out exact sentences that explain why the bullying started and models how to fill out a cause and effect graphic organizer about these events.

## 

## Students complete the cause and effect graphic organizers in small groups (See Appendix J for examples of various graphic organizers including cause and effect).

## 

## Summarize, based on the evidence, why Betty Ann was bullied. Discuss responses as a class.

## 

## After identifying the main cause of the bullying, students will provide a brief explanation describing inferences they made about the life lesson of the story. Students must use their graphic organizers and discussions as well as evidence from the story to introduce their topic and organize their supporting details. Students will be given a scoring guide (Gr 6, Resource K) to ensure they have met the standard. The following items will be on the scoring guide):

## Cite evidence

## Organize information (cause and effect)

## Extension: Read “The Gossiper.” What life lesson did the author of “Betty Ann” learn? How does this fit with the lesson taught by “The Gossiper”?

## Lesson 8

## After reading and viewing various informational sources on bullying, students will cite textual evidence identifying the inferred causes and effects of bullying. Students will organize their findings using the Cornell note taking strategy. Students will write explanatory compositions that convey their ideas, focusing on the introduction of a topic, the logical organization of ideas, and citing evidence to support their position.

## 

## Standards:

## ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## ELACC6RI4: Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.

## ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast,and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

## ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues,

## b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

## ELACC6L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## 

**Learning Targets:**

## I can cite text-based evidence to support an analysis of literary text. (ELACC6RI1)

## I can determine the figurative, connotative, and technical meanings of words and phrases as they are used in a text. (ELACC6RI4)

## I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.

## I can introduce a topic. (ELACC6W2a)

## 

## Formative Assessment:

## Have students consider the various forms of texts used in the lesson. Which gave them the most insight into the dangers and consequences of bullying? Students must use their graphic organizers (Cornell notes), discussions, and evidence from the text(s) to produce a paragraph that supports their view. Students will be given a scoring guide to ensure they have mastered the standard.

## 

## The following items will be on the scoring guide:

## Introduced his/her topic clearly

## Provided clear and logical explanations for their choice

## Cited evidence from the source

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 | 2 | 3 |
| Did I introduce my topic clearly? | I did not clearly introduce my topic. | I vaguely introduced my topic. | I clearly introduced my topic. |
| Did I provide clear and logical explanations for my choice? | I did not provide clear and logical explanations for my choice. | I provided vague explanations for my choice. | I provided clear and logical explanations for my choice. |
| Did effectively cite evidence from my source(s) to support my ideas? | I did not effectively cite evidence to support my ideas. | I cited evidence that minimally supported my ideas. | I effectively cited sources that fully supported my ideas. |

## 

## 

## Instruction:

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## Open the lesson by asking the question “Have you ever witnessed bullying?” Complete a quick-write identifying the characteristics of a bully and the characteristics of a victim of bullying. Allow students to discuss their ideas.

## 

## Mini-Lesson: Text Features

## Have students read and view some or all of the following, making note of text features:

## “School Bullying is Nothing New, But Psychologists Identify New Ways to Prevent It” (list of characteristics only to compare to ideas from Activator)

## “Expert Interview: Bullying and How to Deal When It Happens to or Around You”

## “Bullied Kid Turns Survivor” video

## 

## During the reading and viewing, students apply the Cornell note-taking strategy, gathering information that identifies at least three types of *abuses (physical, mental, emotional)* directly linked to bullying. Students use evidence from either source to support their findings.

## 

## Using the information from the Cornell notes, students complete an Exit Ticket. Have students consider the various forms of texts used in the lesson. Which gave them the most insight into the dangers and consequences of bullying? Students must use their graphic organizers (Cornell notes), discussions, and evidence from the text(s) to produce a paragraph that supports their view.

## 

## Extension: Provide students with a copy of the “Bully Free Middle School Guide.” Have students identify ways to help prevent bullying

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## 

## Resources

*Chicken Soup for the Teenage Sou*l:

* “Tigress,”
* “ Reaching Out to a Stranger,”
* “Betty Ann”

Suggested alternates for the extended text:

* *Chicken Soup for the Kid’s Soul*
* *The 7 Habits of Highly Effective Teens* by Sean Covey
* *Possibilities: A Supplemental Anthology for Career Choices* edited by Janet Goode and Aubrey Bingham
* *Saying Goodbye to Your Pet: Children Can Learn to Cope with Grief* by Marge Heegaard
* *Coping with Sorrow on the Loss of Your Pet* by Mara Anderson Allen
* Alternate to “Betty Ann”: “Lessons in Baseball”

Informational Texts

* [www.helpguide.org/mental/grieving-pets.htm](http://www.helpguide.org/mental/grieving-pets.htm)
* [www.pawschicago.org](http://www.pawschicago.org)
* <http://www.nlchp.org/hapia_causes.cfm>
* <http://www.familyhomelessness.org/media/369.pdf>
* <http://www.familyhomelessness.org/children.php?p=ts>
* [http://aspe.hhs.gov/hsp/10/HomelessChildrenRoundtable/index.sht](http://aspe.hhs.gov/hsp/10/HomelessChildrenRoundtable/index.shtml)
* “School Bullying is Nothing New…” article can be found at:

<http://www.apa.org/research/action/bullying.aspx>

* “Expert Interview…” article can be found at:

<http://www.dosomething.org/tipsandtools/our-interview-bullying-expert>

* “Bully Free Middle School Guide” can be found at:

<http://www.bullyfree.com/site/files/BullyFree_MiddleSchoolGuide.pdf>

Other Resources:

Scoring guide - Appendix A

Coping with the death of your pet - Appendix B

Depth of Knowledge Informational Chart - Appendix C

General Rubric for Assessing Work with Analyzing Text - Appendix D

Checklist for Model Behaviors During Collaborative Work - Appendix E

Questions for Lesson 2 - grieving a pet - Appendix F

Formative Assessment - Inference Mini-Lesson - Appendix G

Graphic Organizer for Lessons 2 and 3 - Tigress-Coping with the Death of a Pet - Appendix H

Organizing Evidence to Create Inferences - Appendix I

Five Expository Text Structures and their Associate Signal Words - Appendix J

Formative Assessment for “Betty Ann” - Appendix K

“Cause & Effect with Grog the Zombie and Sheep” can be found at:

<http://www.youtube.com/watch?v=vvqAKr7oomk>

“Reading Strategy for Nonfiction Cause and Effect” can be found online at:

swcta.net/davis/files/2011/09/Cause-and-Effect-powerpoint.ppt

“Bullied Kid Turns Survivor” can be found at:

<http://www.cbsnews.com/video/watch/?id=7327482n>

“Identify Text Features in Nonfiction – Lesson 3 can be found at: <http://www.youtube.com/watch?v=PrubY7WD9yQ>

“Preview a Nonfiction Text – Lesson 1 can be found at: LearnZillion.com